THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

The University of Queensland
Disability Action Plan
2023-2025

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From the Vice-Chancellor

At the University of Queensland (UQ), we recognise that our people are our greatest strength and, as such, we seek to build a community that is equally accessible for everyone.

While we already have a proud history of disability inclusion, this Disability Action Plan takes us further towards our aim of achieving true ability equality.

We want UQ to be recognised as a world leading organisation in this regard – an organisation that's known for championing disability inclusion.

We seek to be recognised as an organisation that employs the disability leaders of today, trains the disability leaders of tomorrow, and produces research and innovation that makes the world more inclusive.

This Disability Action Plan 2023–2025 builds on previous iterations, with the aim of advancing the University's goal of becoming an inclusive, supportive and accessible place for our students and staff, as well as anyone who visits our campuses and sites.

I would like to thank those from across UQ who have played a role in developing and drafting the University's Disability Action Plan 2023–2025. It is my privilege to endorse it.

Professor Deborah Terry AO
Vice-Chancellor and President

Overview

The University of Queensland (UQ) is committed to working proactively to develop an organisation of students, educators, researchers and professional staff who champion change to progress disability inclusion and respect for inherent dignities. *The University of Queensland Disability Action Plan 2023–2025* (DAP, the Plan) constitutes formal recognition of UQ's commitment to ensuring people with disability have equal opportunities to participate, thrive and be openly acknowledged as valuable members of the University community. Advancing inclusion benefits everyone, and the UQ Disability Action Plan helps ensure inclusion is core business.

UQ's DAP is an iterative plan that was first lodged with the Australian Human Rights Commission in 1999. Subsequent plans have built on the foundations of each previous version of the DAP, with each iteration serving to progress the agenda of disability inclusion further. This is UQ's 8th and most forward-leaning DAP. The previous DAP (2018–2021) was extended to 2022 due to pandemic-related challenges. The DAP supports UQ's compliance with the provisions Part 3, Section 61 of the *Disability Discrimination Act 1992* (Cth) (DDA) and the associated *Disability Standards of Education 2005* (Cth). It will be lodged with the Australian Human Rights Commission where it will be made publicly available on the (the Register).

Universities train the leaders of tomorrow, employ the leaders of today, and produce research and innovation that transforms society. In its new Strategic Plan, UQ highlights its commitment to provide a "caring, inclusive and empowering environment for all". This commitment will continue our journey toward disability courageousness. UQ seeks to be bold and courageous by using our privileged position and organisational and research efforts to champion evolution from tolerating difference to recognising and embracing the inherent value of ability diversity.

Additionally, UQ supports addressing the compounding nature of intersectional disadvantage. This includes people with disabilities who also belong to other marginalised and/or under-represented groups, such as those who have a disability and also identify as Aboriginal or Torres Strait Islander, culturally and linguistically diverse (CALD) and LGBTQIA+. By taking a proactive approach to intersectionality, we recognise that people have complex identities and ways of being in the world, but that a coordinated approach to removing barriers faced by marginalised groups is needed to allow every person to fully participate in society.

The drafting of this DAP was led by a working party of key stakeholders and Workplace Diversity and Inclusion (WD&I). Consultation included the broader UQ community, in particular the Disability Inclusion Group (DIG), Faculties, Schools, Institutes, Central Areas and students. The objectives of this plan align with the domains of the Australian Network on Disability (AND) Access and Inclusion Index, which is used by many large organisations including a number of universities. Our completion of reporting for the AND Index will therefore be used to fulfil the requirements of our DAP reporting.

Objective 1

We commit to best practice in access and inclusion for people with disabilities

UQ Strategic Plan:
- Nurture a supportive and inclusive culture that aligns with the University's values, celebrates diversity and drives excellence
- Streamline our operations by reducing duplication and ensuring the effectiveness of our governance structures and approval processes

Action	Measures	Responsibility	Timeframe
1.1 Executive sponsorship of the DAP 2022–2025 to demonstrate the endorsement and commitment of the University at an executive level	1.1.1 Establishment of an executive sponsor	Vice-Chancellor	January 2023
1.2 Incorporate DAP into University governance structures at all levels to embed implementation and reporting as BAU	1.2.1 Key stakeholder senior leads are identified	Executive sponsor and Deputy Provost	Q1 2023
	1.2.2 People with disabilities are represented at all levels of University governance	Key stakeholder senior leads	Q1 2023
	1.2.3 In consultation with staff and students with disabilities and with the Disability Inclusion Group, each key stakeholder senior lead develops an implementation plan to deliver on their DAP actions and reports on it annually	Key stakeholder senior leads	Q3 2023 and annually

Objective 1 (continued)

Action	Measures	Responsibility	Timeframe
1.3 Underpin DAP implementation with an intersectional approach	1.3.1 DAP governance structures reviewed to ensure intersectionality is prioritised	Senate Committee on Equity, Diversity and Inclusion; Deputy Provost	Q2 2023
1.4 Benchmark UQ's progress and achievements against other universities and relevant organisations	1.4.1 Benchmarking is undertaken using the Australian Network on Disability Access and Inclusion Index	Deputy Provost, Disability Inclusion Group Chair	Q4 2023
1.5 Ensure the UQ community is aware of and empowered to contribute to the DAP	1.5.1 DAP progress and outcomes are communicated to the UQ community	Deputy Provost, Disability Inclusion Group Chair	Q1 2024
	1.5.2 UQ Disability Advocates Network established	Deputy Provost, Disability Inclusion Group Chair	Q4 2023

Objective 2

Our physical environments are accessible to all

UQ Strategic Plan:

- Nurture a supportive and inclusive culture that aligns with the University's values, celebrates diversity and drives excellence

- Foster a sense of belonging and wellbeing for all learners, enriched by our vibrant campus cultures, rich residential options, world-class sporting facilities and highly valued student services

- Invest in capital infrastructure and digital capabilities to enhance our vibrant and sustainable campuses, and meet growing expectations for digital engagement, online delivery and improved efficiency

Action	Measures	Responsibility	Timeframe
2.1 Audit current accessibility of all UQ's physical environments	2.1.1 Plan established to undertake audit, taking into account known priority areas and aligning with other work such as the Physical Learning Environment Roadmap and the 2032 Olympics and Paralympics Committees	Chief Property Officer	Q2 2023
	2.1.2 Audit completed for high-priority areas of St Lucia campus	Chief Property Officer	Q4 2023
	2.1.3 Audit completed for remaining high- and medium-priority areas of UQ campuses	Chief Property Officer	Q1 2025

Objective 2 (continued)

Action	Measures	Responsibility	Timeframe
2.2 Address current issues of accessibility for UQ's physical environments	2.2.1 High-priority areas for accessibility improvement identified and a plan developed to address current issues of accessibility	Chief Property Officer	Q1 2024
2.3 New builds and refurbishments follow best practice in accessibility design, rather than minimum requirements, wherever possible	2.3.1 Incorporate amendments to the UQ Policy 7.10.01 Use and Management of UQ Land, Buildings and Facilities	Deputy Provost, Disability Inclusion Group Chair, Chief Property Officer	Q1 2025
2.4 Monitor accessibility of UQ's physical environments and ensure this information is readily available and up to date	2.4.1 UQ Maps has accessibility information that is accurate, helpful and up to date	Chief Property Officer, Chief Information Officer	Q4 2023
	2.4.2 User-friendly approach (mechanism) established for the UQ community to provide feedback on accessibility of the built environment	Chief Marketing and Communication Officer	Q1 2024

Objective 3

Our digital environments are accessible to all

UQ Strategic Plan:

- Nurture a supportive and inclusive culture that aligns with the University's values, celebrates diversity and drives excellence

- Foster a sense of belonging and wellbeing for all learners, enriched by our vibrant campus cultures, rich residential options, world-class sporting facilities and highly valued student services

- Invest in capital infrastructure and digital capabilities to enhance our vibrant and sustainable campuses, and meet growing expectations for digital engagement, online delivery and improved efficiency

Action	Measures	Responsibility	Timeframe
3.1 Audit current accessibility of UQ's digital environments	3.1.1 Plan established to undertake audit, taking into account known priority areas and aligning with other work such as the Technology Master Plan and the 2032 Olympics and Paralympics Committees.	Chief Information Officer	Q2 2023
	3.1.2 Audit completed for digital environments used by most students and/or staff.	Chief Information Officer	Q3 2023
3.2 Address current issues of accessibility for UQ's digital environments	3.2.1 Priority areas for accessibility improvement identified and a plan developed to address current issues of accessibility	Chief Information Officer	Q1 2024

Objective 3 (continued)

Action	Measures	Responsibility	Timeframe
3.3 Create a clear and effective mechanism for staff and students with disabilities to access IT support	3.3.1 Process to provide IT support to staff and students with disabilities implemented and readily accessible	Chief Information Officer, Deputy Vice-Chancellor (Academic)	Q4 2023
	3.3.2 User-friendly approach (mechanism) established for the UQ community to provide feedback on accessibility of the digital environment	Chief Marketing and Communication Officer	Q1 2024

Objective 4

Our communications, marketing and events are accessible to people with disabilities

UQ Strategic Plan:

- Nurture a supportive and inclusive culture that aligns with the University's values, celebrates diversity and drives excellence

- Foster a sense of belonging and wellbeing for all learners, enriched by our vibrant campus cultures, rich residential options, world-class sporting facilities and highly valued student services

- Nourish intellectual vitality through inclusive access to debates and public lectures, cultural events, and UQ's museums and libraries

Action	Measures	Responsibility	Timeframe
4.1 UQ commits to at least the legislated minimum Web Content Accessibility Guidelines (WCAG)	4.1.1 Plan established to implement upgrades to comply with Web Content Accessibility Guidelines (WCAG) 2.1 AA and AAA where feasible	Chief Marketing and Communication Officer	Q2 2023
4.2 Develop and implement protocols and practices to support and celebrate accessibility, usability and inclusion in marketing, communication and events	4.2.1 Accessible Communications and Events Policy developed Implementation of the policy includes a plan to communicate requirements and provide training to all relevant staff	Chief Marketing and Communication Officer, Deputy Provost, Disability Inclusion Group Chair, Advancement and Community Engagement	Q1 2025

Objective 4 (continued)

Action	Measures	Responsibility	Timeframe
4.3 Monitor accessibility of UQ's communications, marketing and events	4.3.1 Internal processes developed to routinely evaluate and benchmark the accessibility of communications, marketing and events	Chief Marketing and Communication Officer, Advancement and Community Engagement	Q4 2024
	4.3.2 User-friendly approach (mechanism) established for the UQ community to provide feedback on accessibility of communications, marketing and events	Chief Marketing and Communication Officer, Advancement and Community Engagement	Q4 2024
4.4 Support best practice across UQ and facilitate a culture of inclusivity	4.4.1 Establish guidelines for best-practice inclusive language and photography	Chief Marketing and Communication Officer	Q2 2023
	Evolve and expand UQ's collection of photographic and video assets	Chief Marketing and Communication Officer	Q1 2024

Objective 5

We attract and recruit people with disabilities to our staff, giving us access to the widest talent pool at every level

UQ Strategic Plan:

- Nurture a supportive and inclusive culture that aligns with the University's values, celebrates diversity and drives excellence

Action	Measures	Responsibility	Timeframe
5.1 Review recruitment processes to ensure they are best practice to attract diverse candidates and provide a positive experience	5.1.1 Recruitment processes are reviewed and recommendations made on enhancing diversity and inclusion	Chief Human Resources Officer	Q2 2023
	5.1.2 Plan for implementing recommendations established	Chief Human Resources Officer	Q3 2023
5.2 Monitor accessibility of UQ's recruitment processes	5.2.1 Internal processes developed to routinely evaluate the accessibility of recruitment activities	Chief Human Resources Officer	Q4 2024
	5.2.2 Mechanism established for participants to provide feedback on accessibility of recruitment processes	Chief Human Resources Officer	Q1 2025

Objective 6

We value all our staff and students, including people with disabilities or those who are carers of people with disabilities, and are committed to their retention and development

UQ Strategic Plan:

- Nurture a supportive and inclusive culture that aligns with the University's values, celebrates diversity and drives excellence

- Develop leadership capabilities of our staff to empower decision-making and support innovation

- Invest in our staff through development opportunities and provide meaningful feedback to support their career aspirations and recognise the diverse ways in which they demonstrate excellence

- Through our Queensland Commitment, broaden access to higher education and work in partnership to address our state's priorities, including those relating to the health workforce and economic diversification

Action	Measures	Responsibility	Timeframe
6.1 People with disabilities are able to self-identify using our systems in a safe and supportive way	6.1.1 Workday provides a mechanism for staff with disabilities to safely self-identify	Chief Human Resources Officer	Q3 2023
6.2 Connect people with disabilities with supports, relevant development opportunities and networks	6.2.1 Current supports, relevant development opportunities and networks are audited to provide an institutional understanding of available resources	Chief Human Resources Officer, Deputy Vice-Chancellor (Academic)	Q2 2023
	6.2.2 A mechanism to connect people with disabilities to supports is established and consistently available	Chief Human Resources Officer, Deputy Vice-Chancellor (Academic)	Q4 2023

Objective 6 (continued)

Action	Measures	Responsibility	Timeframe
6.3 Monitor retention and success of our staff with disabilities and staff who are carers of people with disabilities	6.3.1 Reports are designed that provide data to inform progress and enhancements at an institutional and organisational unit level	Chief Human Resources Officer, Deputy Provost	Q3 2023 and annually
6.4 Monitor retention and success of our students with disabilities	6.4.1 Reports are used to inform progress and enhancements at an institutional and organisational unit level	Deputy Vice-Chancellor (Academic)	Q3 2023 and annually

Objective 7

We anticipate the needs of people with disabilities and carers of people with disabilities and have a robust process for making any adjustments that may be needed for individuals

UQ Strategic Plan:

- Nurture a supportive and inclusive culture that aligns with the University's values, celebrates diversity and drives excellence

- Through our Queensland Commitment, broaden access to higher education and work in partnership to address our state's priorities, including those relating to the health workforce and economic diversification

- Support the development of our research community, including professional staff and higher degree by research students, empowering them to thrive and excel in the evolving research and innovation ecosystem

Action	Measures	Responsibility	Timeframe
7.1 Raise awareness and capability among managers of the UQ Procedure *1.70.03 Disability Inclusion and Reasonable Adjustment for Staff*	7.1.1 Plan established to provide appropriate training to all managers regarding reasonable adjustments for staff	Chief Human Resources Officer	Q2 2023
	7.1.2 Implement training program	Chief Human Resources Officer	Q4 2023
7.2 Provide clarity on access to flexible work arrangements	7.2.1 Review and update PPL *5.55.07 Flexible Work Arrangements*	Chief Human Resources Officer	Q1 2024
7.3 Monitor and track effectiveness and acceptability of UQ's processes for reasonable adjustments for staff	7.3.1 Internal processes developed to routinely track and evaluate the effectiveness and acceptability of UQ's processes for reasonable adjustments for staff	Chief Human Resources Officer	Q1 2024

Objective 7 (continued)

Action	Measures	Responsibility	Timeframe
7.4 Continue to support the effective implementation of the UQ Policy *3.50.06 Reasonable Adjustments – Students*	7.4.1 Establish a plan to provide appropriate training to all relevant staff regarding reasonable adjustments for students	Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Research and Innovation)	Q2 2023
	7.4.1 Implement a training program	Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Research and Innovation)	Q4 2023
7.5 Monitor effectiveness and acceptability of UQ's processes for reasonable adjustments for students	7.5.1 Internal processes developed to routinely evaluate the effectiveness and acceptability of UQ's processes for reasonable adjustments for students	Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Research and Innovation)	Q1 2024

Objective 8

We value people with disabilities as students and address their needs when developing our educational offerings

UQ Strategic Plan:

- Nurture a supportive and inclusive culture that aligns with the University's values, celebrates diversity and drives excellence

- Through our Queensland Commitment, broaden access to higher education and work in partnership to address our state's priorities, including those relating to the health workforce and economic diversification

- Attract philanthropic investment to support our commitment to delivering greater access to education and research impact, with a focus on building an endowment fund

Action	Measures	Responsibility	Timeframe
8.1 Encourage inclusion of accessible learning environment measures by developing capacity and capability in Universal Design for Learning	8.1.1 Universal Design principles are routinely considered when designing curricula	Deputy Vice-Chancellor (Academic)	Q4 2024
	8.1.2 Develop training for staff	Deputy Vice-Chancellor (Academic)	Q4 2024
	8.1.3 Encourage staff to use co-design practices with students wherever possible	Deputy Vice-Chancellor (Academic)	Q2 2023

Objective 8 (continued)

Action	Measures	Responsibility	Timeframe
8.2 Improve current and future student awareness of available accessibility supports and inherent requirements	8.2.1 Plan developed to promote accessibility supports and inherent requirements, such as website design	Officer and Deputy Vice-Chancellor (Academic)	Q4 2024
	8.2.2 Appropriate training provided to staff managing enquiries from future students	Deputy Vice-Chancellor (Global Engagement)	Q1 2024
8.3 Prioritise audio captioning and image description practices for digital resources	8.3.1 Clear expectations developed for all staff who provide digital resources for teaching	Deputy Vice-Chancellor (Academic)	Q2 2023
8.4 Create targeted scholarships for students with disabilities	8.4.1 Students with disabilities included as an area to work with donors for new scholarships	Pro-Vice-Chancellor (Advancement and Community Engagement)	Q3 2023

Objective 9

We expect our suppliers to enable us to meet our commitment to best practice in accessibility and inclusion

UQ Strategic Plan:

- Nurture a supportive and inclusive culture that aligns with the University's values, celebrates diversity and drives excellence

Action	Measures	Responsibility	Timeframe
9.1 Contribute to the current review of procurement processes to include accessibility considerations	9.1.1 Our procurement processes ensure we use disability-inclusive suppliers where possible and all purchases are made with accessibility options as a consideration	Chief Financial Officer	Q3 2024

Objective 10

We are a knowledge leader in disability inclusion

UQ Strategic Plan:

- Nurture a supportive and inclusive culture that aligns with the University's values, celebrates diversity and drives excellence

- Connect the strengths and leadership of our comprehensive discipline profile to deliver mission-driven research that is aligned with industry, government and community priorities

- Attract philanthropic investment to support our commitment to delivering greater access to education and research impact, with a focus on building an endowment fund

Action	Measures	Responsibility	Timeframe
10.1 Connect UQ staff with expertise and experience in disability inclusion research	10.1.1 Community of practice is created	Disability Inclusion Group Chair	Q3 2023
10.2 Establish a Disability Inclusion Research Plan	10.2.1 Research plan is established and leverages the opportunities of the 2032 Olympics and Paralympics as well as our growing expertise in intersectionality	Disability Inclusion Group Chair, Deputy Vice-Chancellor (Research and Innovation)	Q4 2023

UQ Disability Action Plan 2023 **Top 5 Priorities**

Objective	Action	Measure
We commit to best practice in access and inclusion for people with disabilities	Incorporate DAP into University operations at all levels to embed implementation and reporting as BAU	Review of DAP governance and reporting completed Key stakeholder senior leads identified In consultation with staff and students with disabilities and the Disability Inclusion Group, an implementation plan to deliver on their 2023 DAP actions is developed and annually reported on by each key stakeholder senior lead
Our physical environments are accessible to all	Audit current accessibility of all UQ's physical environments Note: currently the audit of internal spaces is unfunded	Plan established to undertake audit, taking into account known priority areas and aligning with other work such as the Physical Learning Environment Roadmap and the 2032 Olympics and Paralympics Committees Audit completed for high priority areas of the St Lucia campus
Our digital environments are accessible to all	Audit current accessibility of UQ's digital environments	Plan established to undertake audit, taking into account known priority areas and aligning with other work such as the Technology Master Plan and the 2032 Olympics and Paralympics Committees. Audit completed for digital environments used by most students and/or staff.

UQ Disability Action Plan 2023 **Top 5 Priorities** (continued)

Objective	Action	Measure
Our communications, marketing and events are accessible to people with disabilities	UQ commits to Web Content Accessibility Guidelines (WCAG)	Plan established to implement upgrades to comply with WCAG 2.1 AA and AAA where feasible
We anticipate the needs of people with disabilities and have a robust process for making any adjustments that may be needed for individuals	Raise awareness and capability among managers of the UQ Procedure 1.70.03 Disability Inclusion and Reasonable Adjustment for Staff	Establish a plan to provide appropriate training to all managers regarding reasonable adjustments for staff Implement training program

Appendix 1 – **Legislative Framework and Standard Setting**

International Conventions

The Marrakesh Treaty allows exceptions to copyright law to enable organisations to give people who are blind, visually impaired or otherwise print disabled greater access to works published in accessible formats, such as print, braille and audio. The Marrakesh Treaty was signed by Australia in June 2015.

The United Nations Convention on the Rights of People with Disabilities was ratified by Australia in 2008. The stated purpose of the Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all people with disabilities, and to promote respect for their inherent dignity. The Convention requires the provision of an inclusive education system at all levels and recognises the right of people with disabilities to work on an equal basis with others.

Commonwealth Legislation

The Australian Human Rights Commission Act 1986 established the Australian Human Rights Commission, a body capable of receiving and hearing complaints in relation to disability discrimination.

The DDA makes it unlawful to discriminate against a person on the grounds of their disability. Within higher education, it places an obligation on institutions to provide services and facilities in a way that ensures students and staff with disabilities can participate on a substantively equal basis. The DDA provides that in order to achieve this substantive equality, the organisation is to make reasonable adjustments.

The Fair Work Act 2009 (Cth) outlines the University's obligations as an employer to ensure discrimination based on disability and temporary absence from the workplace due to injury or illness does not occur.

State Legislation

The ADA outlines that it is unlawful in Queensland to discriminate, either directly or indirectly, against a person based on, inter alia, their disability. Anti-discrimination obligations relate to the areas of education and employment. The ADA also establishes the Anti-Discrimination Commission Queensland, a body capable of receiving and hearing complaints in relation to disability discrimination.

This Act supports the right of people with disabilities to participate in the life of the community and regulates and supports the operations of the National Disability Insurance Scheme in Queensland. It also serves to regulate the use of restrictive practices by service providers with adults with intellectual or cognitive impairments.

The Workplace Health and Safety Act sets out requirements and standards for building healthy and safe workplaces. It outlines what you must do to protect the health, safety and welfare of workers and other people in a place of work. It also puts legal obligations, or duties, on you and your workers.

Guidelines/Standards

The Guidelines are underpinned by a set of key general principles that encompass university policy and administration, teaching and learning, and campus life and services. They are designed to assist universities to fulfil their responsibilities to students with a disability through strategies and arrangements appropriate to each university's local circumstances.

These Standards were formulated under the DDA. The purpose of the Standards is to ensure greater and dignified access to and use of buildings for people with disability and provide certainty to the building industry. The Standards provide a practical and on-going means to improved building access. The Standards achieve this by requiring that all new buildings, together with modifications of existing buildings that require a building approval, meet the standards.

and

The Disability Standards for Education 2005 (DSE) were formulated under the DDA to clarify the obligations of education and training providers to ensure that students with disabilities can access and participate in education and training on the same basis as those without disability. The Guidance Notes were provided to assist education providers interpret and meet their obligations under the Standards.

was undertaken by the Federal Government, and recommendations for improvement were made regarding communicating and educating about the Standards and ensuring the Standards are followed.

The Web Content Accessibility Guidelines (WCAG) 2.1 Level AA cover a wide range of recommendations for making web content more accessible. Following these guidelines makes content accessible to a wider range of people with disabilities, including blindness and low vision, deafness and hearing loss, learning disabilities, cognitive limitations, limited movement, speech disabilities, photosensitivity and combinations of these. Conformance with WCAG is recommended by the Australian Human Rights Commission as well as federal and state government guidelines and standards. Please refer to   for current conformance levels.

Appendix 2 – **Key Definitions**

Access/accessibility

An approach in which designing environments (including digital, physical etc.), removing barriers, and shifting attitudes makes it possible for all people (regardless of their ability, health condition, socio-economic, cultural or linguistic background, LGBTQIA+ status, and/or age) to participate in the life of the University including its teaching, learning, research, employment, physical and virtual communication, and physical and virtual environments.

Disability

According to the Disability Discrimination Act 1992 (Cth), "Disability, in relation to a person, means:

a) total or partial loss of the person's bodily or mental functions; or

b) total or partial loss of a part of the body; or

c) the presence in the body of organisms causing disease or illness; or

d) the presence in the body of organisms capable of causing disease or illness; or

e) the malfunction, malformation or disfigurement of a part of the person's body; or

f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or

g) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; and includes a disability that:

h) presently exists; or

i) previously existed but no longer exists; or

j) may exist in the future (including because of a genetic predisposition to that disability); or

k) is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability."

Inherent requirement

The core activities, tasks, skills and/or components that are essential to a workplace in general, to a specific position or to completion of a program of study. The onus is on the University to show that inherent requirements exist in a job or course of study, based on substantive and defensible rationales, not merely traditional practice. Inherent requirements can be distinguished from requirements in that it may still be possible to do a job or study without meeting a requirement (i.e. wearing a particular uniform), whereas if a requirement is inherent, it would not be possible to complete the job or study without fulfilling it. An integral understanding of whether a person can meet an inherent requirement is that, if a reasonable adjustment can be made to allow a person who may not otherwise be able to do the job or study, then they can meet the inherent requirement. Reasonable workplace accommodations/ adjustments or study accommodations/ adjustments can assist candidates, staff or students meet the inherent requirements of a position or course of study. Understanding the inherent requirements of a specific job or course of study can help demonstrate how much customisation is possible.

Intersectionality

The ways in which different aspects of a person's identity can expose them to overlapping forms of discrimination and marginalisation.

Reasonable accommodation/adjustment

This is defined by the United Nations Convention on the Rights of People with Disabilities as the necessary and appropriate modification and adjustments that do not impose a disproportionate or undue burden, where needed in a particular case, to ensure that people with disabilities can enjoy or exercise all human rights and fundamental freedoms on a substantively

equitable basis with others. In the education environment, this may be one or more measures or actions that assist the student with a disability to participate on the same basis as a student without a disability. These measures may include an aid, a facility or a service that the student requires because of the functional consequences of their disability (DSE 2005 pp 9–20).

Reasonable adjustments for students are measures taken to enable students to participate on the same basis (DSE 2005, p9) as a student without a disability in areas of the University's operations, including:

• admission and enrolment
• academic activities
• curriculum development, assessment and certification requirements
• physical access to buildings and facilities
• information access
• support services.

Reasonable adjustments are to be provided in consultation with the student within a reasonable time after notification of the need for adjustments. When making an adjustment it is reasonable for the University to "maintain the academic requirements of the course that are inherent in or essential to its nature" (DSE 2005 p11). However, this does not mean that all assessment or activities must be the same for all students. Finally, where it is not possible to implement a particular reasonable adjustment, another suitable adjustment still must be found to allow the student to participate in the course of study.

Once a reasonable adjustment is made, the principles of merit and academic standards apply.

The DDA and Disability Standards for Education 2005 provide exceptions to the obligation to provide reasonable adjustments including where the provision of adjustments or measures would impose unjustifiable hardship on the University.

Reasonable adjustments for staff (sometimes referred to as workplace adjustments) mean the University will provide staff with reasonable workplace adjustments to ensure that all staff have the opportunity to participate on a substantially equal basis in all aspects of workplace life, especially regarding:

• recruitment and performance of duties
• benefits and conditions
• professional and career development
• physical access to buildings and facilities
• access to information.

Universal Design
This is defined by the United Nations Convention on the Rights of People with Disabilities as the design of products, environments, programs, and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design.

Universal Design should not exclude assistive devices or software for groups of people with disabilities where these are needed.

Universal Design is informed by 7 principles.
• Principle 1: equitable use
• Principle 2: flexibility in use
• Principle 3: simple and intuitive
• Principle 4: perceptible information
• Principle 5: tolerance for error
• Principle 6: low physical effort
• Principle 7: size and space for approach and use.

Universal Design for Learning also uses these 7 principles, but simplifies them under 4 areas specific to teaching and learning:

• provide multiple means of representation
• provide multiple means of engagement
• provide multiple means of action and expression
• provide opportunities for social annotation (reading/thinking out loud together with others) through each learning experience/activity.